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ABSTRACT

Designed for teachers, parents, and teacher educators who are looking for an accessible text on the topic of learning to read, this book's comprehensive scope encompasses standards for early literacy instruction, instructional strategies, alternative assessment procedures, strategies for making connections, and ways to integrate children's home literacy into the classroom. Each chapter begins with a set of vignettes, which are windows into the thinking, reading, and writing of young children. The book presents a balanced perspective of literacy instruction--it balances among the language arts, between holistic literacy activity and specific skill development, and between a school-to-home and home-to-school connection. Chapters in the book are: (1) Beginning the Process: Understanding the Perspective; (2) How Do Young Children become Literate?; (3) What Do Young Readers and Writers Learn in Becoming Literate?; (4) The Oral Language Patterns of Early Literacy Classrooms; (5) The Texts of Early Literacy Classrooms: Texts Children Read; (6) The Texts of Early Literacy Classrooms: Texts Children Write; (7) The Learning Contexts of Early Literacy Classrooms: Events, Lessons, and Activities; (8) Assessment in Early Literacy Classrooms; (9) Connecting Early Literacy Classrooms to Literacy Communities in and beyond the School; (10) Connecting to Children's Homes and Communities; and (11) Connecting to Communities of Early Literacy Teachers. Contains a list of approximately 200 children's books, and approximately 250 references. (RS)

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